



Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST

Resource Package

16

2.4.2. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning



NON-PRESCRIPTIVE SUGGESTIVE TEACHER PRACTICES





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Department of Education
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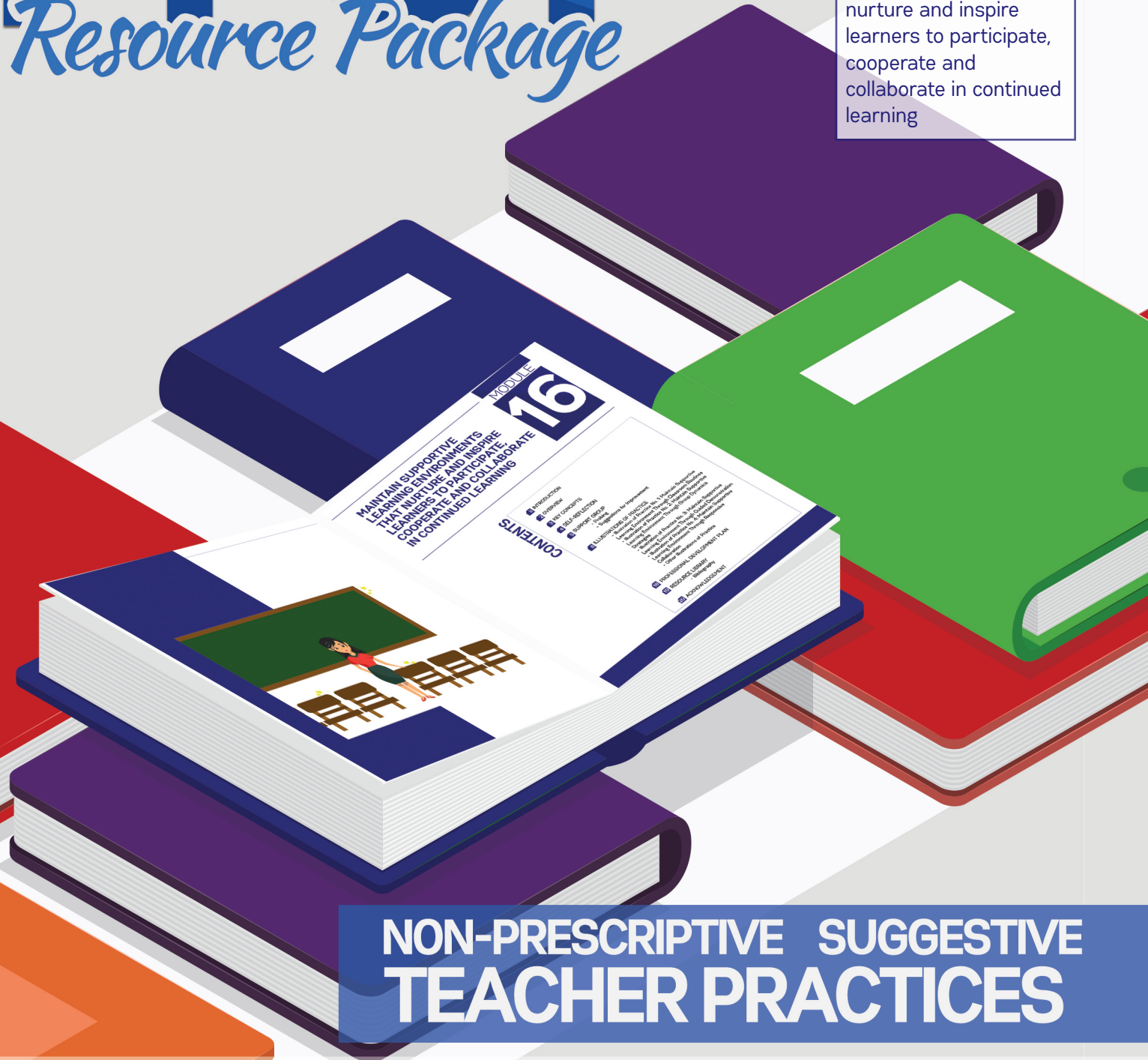
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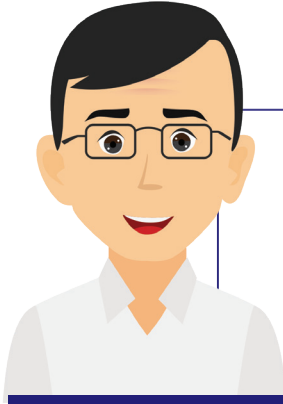


**NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES**



INTRODUCTION TO TEACHERS' RESOURCE PACKAGE

***Hello, dear Teacher!
Welcome to this Resource Package.***

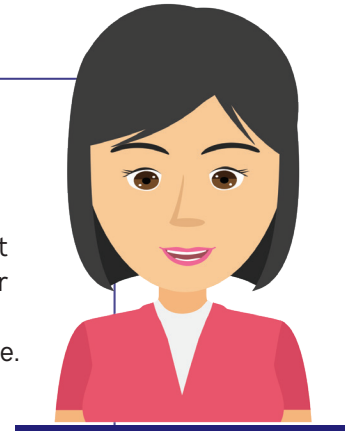


I am Teacher Rey!

And I am Teacher Dulce!

We are members of your support group in the Department of Education (DepED). Together with your Principal, Master Teachers, and colleagues, we are pleased to be your mentors and companions as you use this resource package.

Are you ready?



We begin by letting you know the journey of how we put together this resource package.

In August of 2017, the Department of Education Secretary Leonor Briones signed the Philippine Professional Standards for Teachers (PPST) into policy through DepEd Order No. 42, S. 2017. The policy states, among other things, that the PPST “shall be used as a basis for all learning and development programs for teachers.”

The Department of Education is committed to supporting your continuing professional development. This resource package hopes to contribute to this commitment.

As a teacher, understanding the PPST is crucial in order for you to grow and flourish in your profession. The PPST identifies what you are expected to know, be able to do, and value in your profession.

How can this resource package help you?

This resource package can help you as it:

- serves as your guidebook towards becoming better acquainted with the PPST;
- provides you with another 12 modules for Proficient Teachers based on 12 indicators aligned with the Results-based Performance Management System (RPMS); and
- contains illustrative and instructive information that you will find realistic, sensible and workable, and can help you achieve the target indicators across the curriculum teaching areas and key stages of learners' education.

We are happy to say that this resource package has been developed and compiled by teachers in support of other teachers.

Why do you need this resource package?

You will find the materials here useful if you:

- reflect on your own classroom practices and ensure that your teaching practices are aligned with the next 12 indicators for Proficient Teachers;
- are part of a group of teachers who need materials for your school-based Learning Action Cell (LAC) sessions in order to (i) learn more about the PPST, and (ii) innovate with practices using the samples in the resource package material as guide; and
- want to develop or expand the current work by (i) providing more examples of practices, or (ii) working on other career stages or indicators other than the 12 presented in this resource package.

If learning is your passion, this resource package is for you.





You will discover that each module discusses a specific indicator on becoming a Proficient Teacher. There are key concepts that will be unpacked as you read the next few parts of these modules. Most importantly, they will show you relevant illustrations of practices that may help you understand and attain the indicators.



The modules explore the following indicators.



MODULE 13

1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process

MODULE 14

1.6.2. Display proficient use of Mother tongue, Filipino and English to facilitate teaching and learning



MODULE 15

2.1.2 Establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures

MODULE 16

2.4.2. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning



MODULE 17

3.2.2. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds



MODULE 18

4.2.2. Set achievable and appropriate learning outcomes that aligned with learning competencies

MODULE 19

4.3.2 Adapt and Implement learning programs that ensure relevance and responsiveness to the needs of all learners



MODULE 20

5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance

MODULE 21

5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs



MODULE 22

6.2.2. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process



MODULE 23

7.3.2 Participate in professional networks to share knowledge and enhance practice

MODULE 24

7.4.2 Develop personal professional improvement plan based on reflection of one's practice and ongoing professional learning



Each module contains the following parts:



OVERVIEW introduces you to the indicator for the Proficient career stage and why you need to achieve it;



SELF-REFLECTION allows you to reflect on your knowledge, skills and attitude related to the indicator;



KEY CONCEPTS defines operationally the concepts used pertinent to the indicator;



SUPPORT GROUP allows you to consult and collaborate with your teacher-friends who will provide suggestions on how to improve your current practice;



ILLUSTRATIONS OF PRACTICE walks you through sample illustrations of specific teaching practices that show how the standards are put into action;



PROFESSIONAL DEVELOPMENT PLAN helps you identify your strengths, development needs and plans for specific action for professional development;

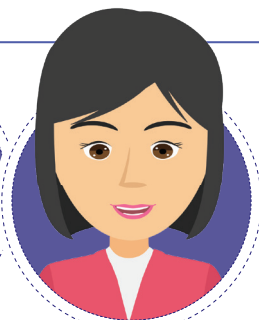


RESOURCE LIBRARY provides resources with annotations that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and apply it to your teaching context.

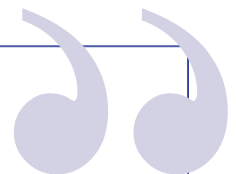
We encourage you to actively engage with the texts as you read through the module.

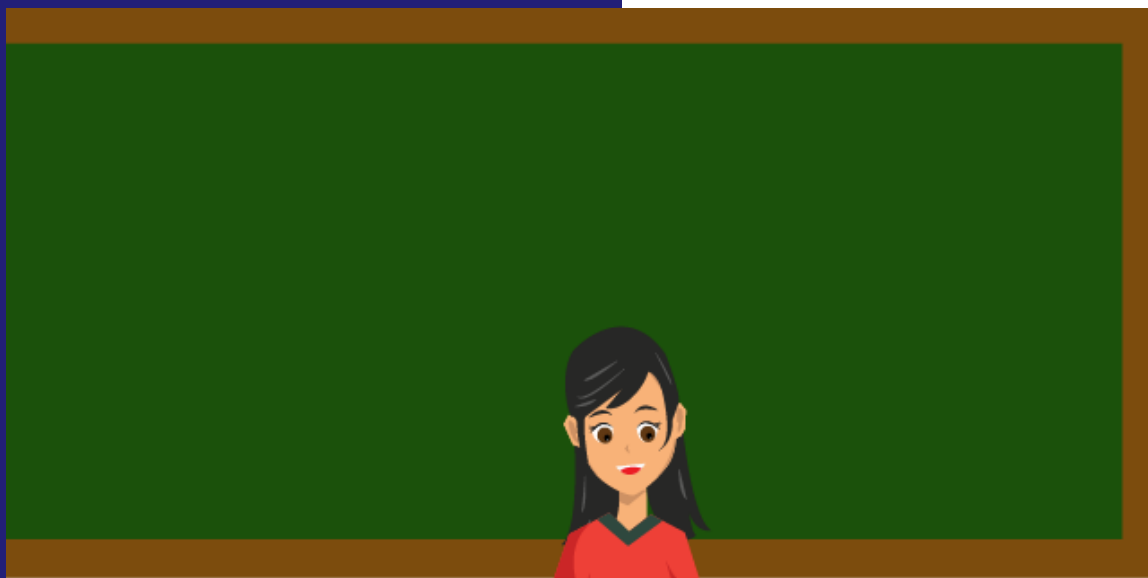
We hope that you find the information, materials and resources in this package helpful as you use the Philippine Professional Standards for Teachers as your guide towards professional development.



We will be with you every step of the way.

Have a happy journey!





MAINTAIN SUPPORTIVE LEARNING ENVIRONMENTS THAT NURTURE AND INSPIRE LEARNERS TO PARTICIPATE, COOPERATE AND COLLABORATE IN CONTINUED LEARNING

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OVERVIEW



Hello! It's me again Teacher Rey. Welcome to Module 16.

The 21st century learning environment provides support for the learners to maximize their learning potential together with other learners. As 21st century teachers, we have to learn and understand our important role in maintaining a supportive learning environment.



To maintain supportive learning environment, teachers have to understand the basic context and composition of their learners, in order to facilitate efficient delivery of instruction and classroom management that nurture and inspire learners to participate, cooperate and collaborate in a continued learning process.

In this module, we are able to learn the means and ways about how to maintain a supportive learning environment. Specifically, our goal is to understand and apply possible approaches and strategies in maintaining supportive learning environment in different key stages. In our classroom setting, a supportive learning environment is basically characterized by collaborative effort between the teachers and learners, and among other learners, to establish harmonious classroom interaction during lesson delivery or group activity.

This module will provide you with illustrations of practice of possible classroom approaches or strategies for different key stages that you can adopt during the conduct of classroom instruction in order to maintain supportive learning environment in a continued learning process.

In this module, we will focus on:



STRAND: Support for Learner Participation



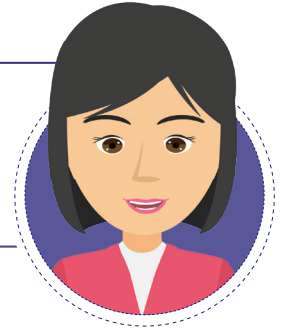
INDICATOR: 2.4.2. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.



KEY CONCEPTS



To better appreciate the indicator, let us consider the following key concepts and their meanings.



SUPPORTIVE LEARNING ENVIRONMENT. This refers to any learning space – physical condition or social condition – that promotes a balanced and harmonious relationship among learners, where the teacher facilitates delivery of instruction and learning tasks through valuing every learner’s potentials in a classroom free of distraction or interruption (Literacy Source, 2010).

CONTINUED LEARNING. This is also known as lifelong learning. It refers to progressive process of acquiring and utilizing knowledge and information in various learning engagement through the process of learning, unlearning, and relearning (National Center for Education Statistics, 1999).



SELF-REFLECTION



First, let us reflect on our current practices in maintaining a supportive learning environment in our classroom setting.

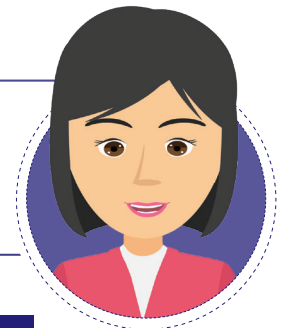
Considering the key concepts we mentioned above, I have written below my reflection on maintaining supportive learning environment.



KNOWLEDGE	SKILLS	ATTITUDES
<p>As a Proficient Teacher, I know...</p> <p><i>...how to maintain supportive learning environment by reflecting the social condition surrounding learner's continued learning process.</i></p>	<p>As a Proficient Teacher, I do...</p> <p><i>...establish classroom procedures and routines to address learners' learning concerns, in order to maintain a supportive learning environment.</i></p>	<p>As a Proficient Teacher, I feel...</p> <p><i>...I am more conscious of maintaining supportive learning environments to nurture and inspire learners to participate, cooperate and collaborate during class activities</i></p>



Good reflection, Rey! Now, it's your turn to write down your personal reflection regarding your current practices of maintaining supportive learning environment.



KNOWLEDGE	SKILLS	ATTITUDES
<p>As a Proficient Teacher, I know...</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>As a Proficient Teacher, I do...</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>As a Proficient Teacher, I feel...</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



SUPPORT GROUP



Welcome to our support group! Teacher Dulce and I will walk you through some of the current practices of teachers in maintaining supportive learning environments. It is important that we are able to see some practices of our fellow teachers to understand better the indicator.

Let us consider the practices of Teacher Fe in maintaining a supportive learning environment.



She conducts classroom dialogue to understand the social condition of surrounding the learners.

Her aim is to identify individual learning attributes and concerns of learners in terms of their skills and capabilities, including their learning interests and preferences.



She provides step-by-step procedures for classroom activity.

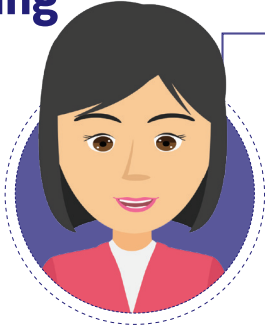
Her main purpose is not just for the learners to acquire knowledge and skills required in the lesson, but also to develop interpersonal and intrapersonal abilities of the learners, especially the value of participation and cooperation in achieving a goal.



She provides time to have responsive dialogue and feedback regarding their activity.

Her main objective is to make constructive comments and suggestions to further improve learners' performance and other pertinent outputs. She also commends her students for their output for the activity.

Probing



After walking through some common practices of Teacher Fe in maintaining a supportive learning environment, we can help you further appreciate the indicator through the following questions:



1 How did Teacher Fe establish a supportive learning environment?

2 What were the approaches and/or strategies used by Teacher Fe in maintaining a supportive learning environment?

3 If you were in a similar situation to Teacher Fe, how would you establish, maintain and facilitate a supportive learning environment?

Suggestions for Improvement



In maintaining a supportive learning environment for learners, the following suggestions are given to improve your school and classroom setting in order to nurture and inspire your learners for continuous learning engagement.



- **Determine Learners' Learning Concerns and Preference.**

As classroom teachers, we have to determine the basic composition of our learning in a given class, in terms of their learning concerns and preferences. These learning concerns and preferences will help us to construct appropriate classroom management strategies suited to the learners, in order to maintain supportive learning environment.

- **Establish Classroom Rules and Procedures.**

Establishing classroom rules and procedures ensures a balance treatment of learners through valuing their contribution in the learning process. Classroom rules entail establishing cooperation and collaboration among learners. Classroom procedures promote harmonious interaction among learners by acknowledging individual differences and preferences during classroom lesson and/or group activity.

- **Design Appropriate Classroom Learning Activity.**

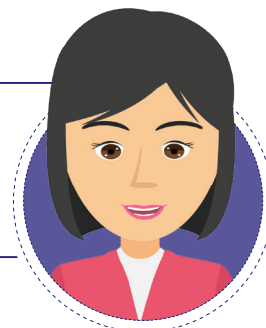
Taking into account the classroom procedures in connection to learners learning concerns and preferences, you have to design appropriate classroom learning activities that allow the learners develop self-confidence while participating, cooperating and collaborating with other learners in a given learning task.

- **Provide Responsive Learning Feedback.**

Responsive feedback entails ensuring the learning contributions of the learners are being recognized and appreciated by the teachers and other learners. As a classroom teacher, your primary responsibility is to sustain learners' eagerness to engage into learning process by providing feedback – approval and/or assurance that learners will continue to be involved in continued learning.



In our presentation of illustrations of practice for this indicator, we will apply the suggestions we mentioned above. Let us see in the next section how these suggestions can help us to maintain a supportive learning environment.





ILLUSTRATIONS OF PRACTICE



In this section, we will be dealing with illustrations of practice that are aligned with the requirements of the indicator in the Standard. The illustrations of practice are divided according to the four key stages in basic education classroom setting. We will be showing in every key stage some approaches, strategies or procedures to maintain a supportive learning environment.

Understanding Supportive Learning Environment

A supportive learning environment should be evident in the two conditions of a learning space – a physical condition or a social condition – where the learners develop the sense of belongingness and openness.

This learning environment is more than just the physical setup of classroom learning area, but more so, it comprises social and interpersonal components, in such a way that the learners feel the sense of family and friendship in order to pursue their individual learning goals (Literacy Source, 2010).

This kind of environment is basically characterized by physical and/or social conditions that promote harmonious interaction among learners. This is where the learners learning potentials are nurtured as they are inspired to perform their respective individual and collective performances to accomplish the desired classroom learning requirements.

To maintain a supportive learning environment, the primary task of every classroom teacher is to consider some approaches, strategies or procedures to make the learners actively engaged in a continued learning process. In this environment, every learner feels valued, included and empowered to accomplish his/her learning task (Ministry of Education New Zealand, 2018).



In a nutshell, this is the environment where everyone is valued and respected as an individual person and as a member of learning community. The learners develop self-esteem, trust, efficacy and confidence toward other learners and the teachers.

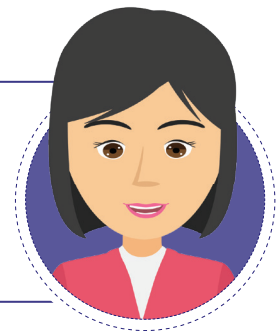


ILLUSTRATION OF PRACTICE NO. 1

Maintain Supportive Learning Environment Through Classroom Routines

To maintain a supportive learning environment, a Proficient Teacher has to establish suitable classroom routines to condition and prepare the learners to engage in the learning process.

Aside from the common classroom routines as your preparation before the delivery of instruction, such as instructing your learners to arrange their chairs properly, clean the top of their desk, or pick their trashes in the floor, you have to develop specific routines to ensure your learners would participate, cooperate and collaborate during the lesson proper.

Your routines have to be appropriate to the learning concerns and preferences of your learners in relation to the content of the lesson to be discussed. You may consider the following steps below in doing the classroom routines to maintain supportive learning environment:

- Prepare at least two kinds of strategies or a combination of strategies, (e.g. game and drill, group activity and real-life scenario, etc.). This will help learners to actively engagement in the learning process.
- Assign learners to assist other learners. This will empower the learners to maximize their learning participation.
- Let the learners do their assigned task as the ways they understand it, but guided accordingly. This will allow the learners to express their creativity and interdependence.
- Acknowledge positively and constructively the output of the learners. This will help to establish good learning experience and confidence among learners

To further illustrate these routines as ways in maintaining supportive learning environment, let us consider the scenario below:

Scenario #1: Routine Activity

During the review activity in Grade 3 Mathematics, Teacher Princess provides the learners with drill boards in answering the questions posted in the board. Using a game, Teacher Princess shows questions to be answered by the learners. Several seconds are allotted to answer each question. Then, when time is up, the learners will raise their answers written in their drill boards.

Teacher Princess sets simple instructions to guide the learners in performing the activity.

In doing this routine, she is able to provide equal opportunity to make the learners engaged in the learning process.

She makes sure that her learners enjoy learning the lesson while actively participating in the activity.



The teacher maintains a supportive learning environment by engaging the learners through a game, through participating using drill boards, part of her review before starting a new lesson in Grade 3 Mathematics class.

HOW TO DO IT

In maintaining a supportive learning environment through routine activities, you may consider the following tips:

1. Routines as means of maintaining supportive learning environment can be in a form of drills, games, dancing, song mnemonics, group dynamics, etc.
2. Let your learn the task among themselves, your task is to facilitate them through your instruction.
3. Use variety of instructional materials in the routines such as audio-visual technology, visual aids, manipulatives, etc.
4. Do routines in-between the phasing of the lesson, or as part of your lesson or your classroom instruction.



Remember: in maintaining supportive learning environment, you can use some routine activities to set the mood and mind of the learners to engage in the learning process. It is good to have variety of routines in every phasing of lesson to ensure that the learners' eagerness to learn is sustained throughout the classroom session.

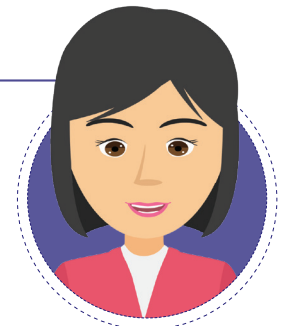


ILLUSTRATION OF PRACTICE NO. 2

Maintain Supportive Learning Environment Through Group Dynamics Strategies

Involving the learners to be part of a group is important in maintaining a supportive learning environment.

As a Proficient Teacher, one of your primary tasks in maintaining a supportive learning environment is to develop classroom group strategies that will help the learners appreciate the value of learning with others. Through your group strategies, you are able to support the learners by creating a learning environment that caters individual preference while working together as a group.

Allowing the learners to participate, cooperative and collaborate with other learners is making them feel that they are valued and recognized. Being part of a group nurtures and inspires the learners to be themselves, by showcasing their skills along with other learners. You may consider the following steps in facilitating group dynamics:

- Choose appropriate group dynamics that suits the learning preference of your learners and according to the nature of the topic of your lesson. This will ensure alignment of the learners' learning process.
- Provide clear step-by-step procedures of the group activity. This will allow the learners to perform their assigned task accordingly.
- Assign learner-leaders to be your co-facilitators. This will allow the learners to be actively engagement in the learning process.
- Monitor and assist each group to address their queries. This will establish support access while their performing their assigned task.
- Provide positive and constructive remarks to learners output. This will sustain learners eagerness to participate, cooperate and collaborate in the learning process.

The illustration below will help you better understand group dynamics as a means in maintaining a supportive learning environment.

Scenario #2: Group Dynamics

Grade 6 learners are about to start the subject Araling Panlipunan with Teacher Myrna. She has Manila papers and markers with her. The lesson went smoothly as she explained the topics well. After the discussion, they will have a group activity and each of them is challenged to express their answers creatively.

Teacher Myrna explained the mechanics of the activity and all groups have their designated tasks. The first group answered the question using a poem. The second group performed a role play. The third one had shown their artwork and the last group explained their Mapping diagram. All groups explained their points excellently.

In this way, Teacher Myrna has able to establish and maintain supportive learning environment where the students are able to understand the group dynamics properly. The group dynamics as a supportive learning environment, the learners are empowered to express their answers in their most preferred ways while having a better understanding of the lesson.



The teacher maintains a supportive learning environment by engaging the learners into group dynamics where the learners demonstrate their individual learning preference while accomplishing the task as a group in Grade 6 Araling Panlipunan class.

HOW TO DO IT

In maintaining a supportive learning environment through group dynamics, you may consider the following tips:

1. Group dynamics can be in a form of differentiated instruction, think-pair-share, collaborative learning activity, etc
2. In facilitating group dynamics, you have to consider the learners interest and preference in relation to topic you have discussed.
3. Group dynamics can be in the first phase, middle phase or last phase of your lesson.
4. Make sure that the learners enjoy the company of other learners, otherwise, you have to address the gap immediately, by facilitating the group to make clear to every learner the value of accomplishing the task together



Remember: in maintaining supportive learning environment, you can do group dynamics that is suited to the learners in relation to your lesson. In facilitating group dynamics, the primary consideration is the skills and ability of the learners. In this context of classroom activity, supportive learning environment is focused in maximizing these individual skills and abilities while having interaction among the learners within a group.

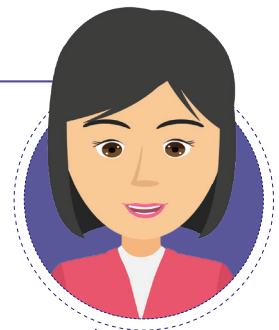


ILLUSTRATION OF PRACTICE NO. 3

Maintain Supportive Learning Environment Through Guided Demonstration

To maintain supportive learning environment, Proficient Teacher has to establish self-confidence. It is essential the learners are initiated to activity that let them appreciate their own skills and abilities towards continued learning process.

Guided demonstration allows the learners to feel confident in doing their assigned task. The demonstration validates what is to be done by the learners correctly and appropriately. In this sense, the teacher serves as a model or inspiration in doing the activity.

Through this guided demonstration the teacher is able to establish an environment that supports the learning process of the learners. This environment guides the learners to achieve their learning goals with the assistance of the teacher. You may consider the following steps in doing guided demonstration:

- Select a group to be your group model for demonstration. This will allow the learners to have initial phase of your instruction.
- Demonstrate each of the steps of the activity. This will allow learners to see and follow your action and instruction.
- Perform the activity together with the learners. This will allow the active participation among the learners.
- Monitor and assist each group as they perform their task. This will aid the learners for their queries and concerns regarding the activity.

To further explain this, an illustration is provided below.

Scenario #3: Guided Demonstration

During a laboratory activity in Grade 9 Science class, Teacher Rizza find ways to give her students the easiest and most interesting way to understand the lesson through an experiment. She explains the process-concepts to her learners through actual demonstration of processes and procedures in performing the activity. She also manages to answer their questions whenever they feel confused with specific topics.

After her demonstration, she instructs the learners to choose his or her partner for the activity. While the learners are busy working together, she periodically assisting each group in their assigned activity task.

Upon the result of the quarterly exam, her learners apparently achieved high scores. They were encouraged to express their creativity in every output. They are also able to recite well and demonstrate what they had learned from the lesson more confidently in front of the class.

She noticed that her strategies result to greater learners' works and outputs. She can also observe that her learners became more eager to learn independently together, and more interested in her subject



The teacher maintains a supportive learning environment working together with learners through demonstrating the actual processes and procedures of the activity in Grade 9 Science class.

HOW TO DO IT

In maintaining a supportive learning environment through guided demonstration, you may consider the following tips:

1. In guided demonstration, you show the learners how to perform correctly and appropriately the assigned task.
2. Allow the learners to simulate or repeat what you have done. You serve as a model in doing the activity.
3. Make your process and procedures are simple and easy to follow. You can create your style insofar as the learners are able to learn.
4. Let your learners also develop their ways of learning from the activity. You serve as consultant for that matter, to validate their innovative approach in doing the activity.



Remember: in maintaining supportive learning environment, the teacher has to establish an environment where learners develop their self-confidence, and you as the model or inspiration. In this way, the learners are able to understand the value of believing in oneself. The presence of the teacher is important in affirming and asserting the accomplishments of the learners.

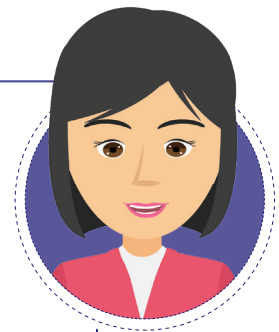


ILLUSTRATION OF PRACTICE NO. 4

Maintain Supportive Learning Environment Through Responsive Collaboration

Engaging the learners into responsive collaboration is one way of maintain a supportive learning environment.

In facilitating responsive collaboration, a Proficient Teacher creates a supportive learning environment by providing assertive suggestion on the concerns of the learners. Like giving feedback on the performance and output of the learners, responsive collaboration seems like giving feedback, however, the focus is on the concerns or difficulties of the learners in their learning process.

In responsive collaboration, the learners and the teachers are engaged in a dialogue wherein the teacher assists the learners in developing insights or ideas from their learning experiences.

The teacher serves as consultant, coach or mentor from whom the learners can derive inspiration or insights to resolve their learning concerns. The learners together with their teacher discuss, like in the focused group discussion, the issue or problem regarding their concerns in order to arrive at possible solution. You may consider the following steps in facilitating responsive collaboration:

- Approach the learner or group of learners whom you feel have learning concerns. This will establish learning companionship and teacher-learner confidence.
- Listen and analyze the learning queries of the learners. This will allow you to see the learning concerns in their perspective.
- Offer possible suggestions and comments, and explain to them possible consequences of those suggestions and comments. This will allow learners to see solutions in their viewpoint.
- Suggest one or two possible solutions, and let the learners try it if it works. This will empower the learners to acclaim the ownership of the solution.
- Monitor the progress of the learners' adoption of the solution being agreed upon. This will allow you check the improvement in the learning process of learners

The illustration further explains the responsive collaboration as means of maintain a supportive learning environment.

Scenario 4: Responsive Collaboration

During a vacant period, Teacher Precy, a senior high school teacher on research, heard a group of learners talking about the problems they have upon accomplishing their research paper.

They thought that they do not even have any idea about writing a simple research paper and perform tasks related to it.

Upon realizing their concerns, she managed to provide suggestions and comments to let them understand the step by step procedures in doing a research work, as they learn on their own and as they work together. As a result, the students became more open with their problems, as she assists them in every of those concerns.

This responsive collaboration between Teacher Precy and her learners resulted to well-written papers.



The teacher maintains a supportive learning environment by engaging the learners into collaborative sharing of ideas, insights and experiences to accomplish their assigned learning tasks.

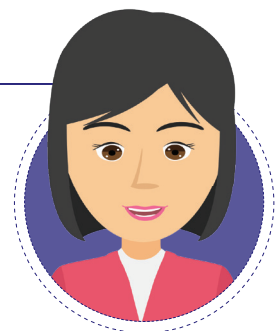
HOW TO DO IT

In maintaining a supportive learning environment through responsive collaboration, you may consider the following tips:

1. Responsive collaboration is like facilitating a focused group discussion where you serve as a coach, mentor or consultant.
2. Focus on the details of the issue or concern you want to address with the learner.
3. Allow the learner to reflect or to visualize the results of actions they are about to be undertaken.
4. Provide options for the learners to choose in order to develop the sense of ownership of their decision.



Remember: In maintaining supportive learning environment through responsive collaboration, you have to develop the ability teacher to encourage the learners to disclose their thoughts and insights, thereby providing relevant information for the learners to resolve their learning concerns. You have to make sure that after your dialogue with them, the learners feel the comfortable of ownership of their possible actions and decisions.



Other Illustrations of Practice

AREAS OF CONCERN	SUGGESTIONS
Physical setting	The teacher can provide wall updates on the milestone of learners' learning progress to inspire them to excel in their classroom performance tasks. The teacher can also devise a group wall to track the development of group activities for every quarter.
Group Dynamics	The teacher can develop a scheme or chart for cooperative and collaborative group activities based on the contextualization of learners' learning profiles. Design of group dynamics varies according to the profiles of students. The teacher may suggest the learners have activity reflection notes for improving their personal contributions during group activities.
Motivation	The teacher may involve the learners in developing their own classroom activities. The teacher will pilot the activities suggested by the learners, and choose what would be most effective as a good motivational activity.
Feedback	While the teacher gives feedback on the learners' performance output, it is also a good practice that the learners give also feedback on the lesson; as well as what has transpired during the group activities.



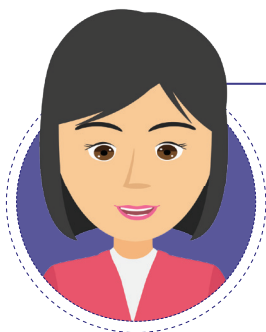
PROFESSIONAL DEVELOPMENT PLAN



After exploring the different key concepts on establishing safe and secure learning environments to enhance learning, you now have gained better understanding of the indicator. Based on what you have learned in this module, think of what you can do for your professional development.



STRENGTHS <i>What are the skills you are good at?</i>	DEVELOPMENT NEEDS <i>What are the skills you need to improve?</i>	ACTION PLAN <i>What can you recommend for your development intervention?</i>	TIMELINE <i>When will you implement your plan?</i>	RESOURCE NEEDED <i>What assistance/resources do you need to implement the plan?</i>



Enjoy planning!





RESOURCE LIBRARY



This section provides you resources that can help you further understand the indicator.

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This article discusses the impact and measures of continued learning in the preparation and qualification of public school teachers. In particular, the article highlights two forms of continued learning: formal professional development and teachers collaboration.

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This article provides tips on creating a supportive learning environment particularly for scenarios that contain certain sensitive issues in relation to well-being and mental health of the students.

Reeve, J. (2013). How students create motivationally supportive learning environments for themselves: The concept of agentic engagement. *Journal of Educational Psychology*, 105(3), 579-595. Retrieved from <http://dx.doi.org/10.1037/a0032690>

The article deals with introducing a new student-initiated technique of motivational approach called "agentic engagement". This "agentic engagement" is a motivational approach that shows students' proactive, intentional, collaborative and constructive actions that allow them to gain learning among themselves.

Young, M. (2005). The motivational effects of the classroom environment in facilitating self-regulated learning. Retrieved from <https://doi.org/10.1177/0273475304273346>

The article suggests that students can be proactive and engaged or, alternatively, lack initiative and responsibility for their learning. The study emphasized that self-regulated learning involves learning strategies and mental processes that learners deliberately engage to help themselves learn and perform better academically.

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